

Community Rehabilitation Programs (CRP) and Supported Employment Service Providers (SESP)

Comprehensive Transition Assessment Report (Sample Format)

- **Student Identification/Report Dates**
 - Student's name, address, SS#, DOB, disability(s).
 - Name of referring VRC and school district.
 - Assessment start date, ending date, date of report, and evaluator.
- **Student Case History** (from intake meeting and records)
 - Brief personal description of the student.
 - Current educational, residential, and employment status.
 - Referral questions, and/or any special assessment requests.
- **Medical/Psychological Information** (from personal/phone interviews)
 - Special mobility and/or communication considerations.
 - Physical strength and/or endurance considerations.
 - Current medications/side effects/compliance.
 - Current psychological and/or drug/alcohol treatment.
- **Transportation/Legal Issues** (from personal/phone interviews)
 - Identify transportation and/or legal barriers to employment and available agency/community/family supports.
- **Financial Incentives/Disincentives to Work** (from personal/phone interviews)
 - Identify student's status with regard to applying for/receiving SSI/SSDI benefits now or in the near future. Identify how these benefits, including insurance will or will not be affected by employment.
 - Identify student and parent/guardian concerns regarding the need to work a specified number of hours per week, flexibility in regard to work schedule/work location, and work ethic.
- **Community Based Assessment Site Summary** (from direct observation)
 - Specify the number of sites in which the student was observed, the type of job tasks the student performed, and the length of time the student worked at each site.
 - Summarize those social, vocational, and interpersonal skills demonstrated by the student to include but not be limited to: personal grooming and hygiene, learning style, interaction with supervisors/co-workers, willingness to accept constructive criticism, and work speed.

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- **Short Term Goals** (from personal/phone interviews)
 - Identify student's expressed vocational goals regarding what they would like to be doing for the first couple of years after graduation from high school.
 - Identify parent/family/guardian short term vocational goals for the student.
 - Identify teacher/WEC/various agency case managers short term vocational goals for the student.
- **Long Term Goals** (from personal/phone interviews)
 - Identify student's expressed vocational goals regarding what they would like to be doing in three to five years.
 - Identify parent/family/guardian long term vocational goals for the student.
 - Identify teacher/WEC/various agency case managers long term vocational goals for the student.
- **Summary and Final Recommendations**
 - Identify specific jobs and/or training programs, based upon student's interests, demonstrated skills/abilities, current job market/economy and transportation issues targeting short and long term vocational options.
 - Identify social, interpersonal, financial, and independent living skills that may need to be addressed before graduation or pursuing short and/or long term vocational/employment options.
 - Specify the level of employability for the student, such as sheltered, supported, or direct competitive employment.
 - Identify any other agencies or support services that the family or school may want to contact for additional supports.

It should be noted that each of the CRP/SESP providers will have the latitude to format this report in any style desired; however, the report headings will be standardized per this format for all providers.